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ABSTRACT

The study, an attempt to determine the overall effectiveness of the educational experiences provided at the Adult Basic Education regional workshops in Tennessee, used a questionnaire to gather demographic data and participant reaction to various facets of the workshops and an evaluation scale to obtain overall participant reaction to the short-term workshops. Arithmetical means and percentages employed were applied only to the more than 800 adult basic education personnel who attended any of the 10 workshops; no broader application to other population groups was made. Data were gathered pertaining to: profile of participants, physical facilities, objectives, program, overall rating, strengths, and weaknesses. Data are presented in lists of short phrases (e.g.: Strengths--good leadership, new ideas, etc.) for strengths and weaknesses; other factors were assigned numerical values. It was concluded that the 10 workshops were a success. Most of the dissatisfactions were based on matters related to scheduling, weather, or dissatisfaction with a particular consultant. (AG)

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A B E R E G I O N A L W O R K S H O P S
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AN ASSESSMENT OF THE ADULT BASIC EDUCATION
WORKSHOPS IN TENNESSEE, 1973-74

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AUGUST, 1974
MEMPHIS STATE UNIVERSITY
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CHAPTER I

INTRODUCTION

Background

In implementing the first phase of the 1973-74 Tennessee concept of staff development, three adult basic education institutes were held in the Summer of 1973. These were all two-week institutes and carried academic credit. They were as follows:

1. ABE Materials and Teaching, Memphis State University, June 18-29, 1973.
2. ABE Reading Institute, University of Tennessee, July 9-20, 1973.
3. ABE Guidance and Counseling Institute, Tennessee State University, July 16-27, 1973.

Approximately thirty ABE teachers and supervisors attended each of the institutes, with the thirty being selected from all areas of the State. The rationale underlying this distribution was to place trained personnel in all three content areas in every region of the State of Tennessee to serve as resource persons for local programs.

Specifically, those participants attending the institute on Materials and Teaching were provided with learning experiences to assist them in developing the ability to:

1. Evaluate commercial instructional materials based upon recognized accepted principles of material evaluation.
2. Develop materials suitable for use in local ABE classrooms.
3. Use the commercial newspaper in the ABE classroom.
4. Use appropriate teaching techniques in the areas of reading, mathematics, and social studies.
5. Assist in the conducting of similar local workshops, on a limited scale, whenever scheduled for their geographical area.

Specifically, those participants attending the institute on Reading were provided with learning experiences to assist them in developing the

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ability to:

1. Increase their understanding of the subject of reading as related to word attack and comprehension skills.

2. Develop skills in diagnosing reading difficulties and placing students in reading programs.

3. Increase their competency in the selection and evaluation of reading materials.

4. Develop their ability to incorporate reading skills into other curriculum areas in adult basic education.

Specifically, those participants attending the institute on guidance and counseling were provided with learning experiences to help them in developing the ability to:

1. Gain insights into the ABE teacher-student relationship and the various and different ways teachers and students may perceive their relationship.

2. Develop greater empathy for the ABE student and his needs.

3. Analyze existing ABE programs and counseling practices in light of their greater understanding of ABE students' needs and problems.

The second phase of the overall staff development plan was implemented with the conducting of one day workshops across the State of Tennessee during the 1973-74 academic year. These workshops served as a dissemination device for acquainting all ABE personnel in Tennessee with what transpired in the institutes. Furthermore, the persons trained at the institutes served as resource persons in conducting these workshops.

The primary objective of the workshops was to acquaint the participants with what transpired in the summer institutes in order that they might be cognizant of the resources that are available to them as they encounter problems in local programs.

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Purpose of Study

The purpose of this study was to determine the overall effectiveness of the educational experiences provided at the ABE regional workshops across the State of Tennessee.

Methodology

Source of Data

The population used in this study was the 800 + adult basic education personnel from across the state of Tennessee who attended the following workshops:

1. Tennessee Technological University, Cookeville, Tennessee, January 12, 1974.
2. Maury Adult Evening High School, Memphis, Tennessee, January 19, 1974.
3. University of Tennessee, Chattanooga, Tennessee, January 19, 1974.
4. Tennessee State University, Nashville, Tennessee, January 26, 1974.
5. Jackson State Community College, Jackson, Tennessee, February 2, 1974.
6. Middle Tennessee State University, Murfreesboro, Tennessee, February 2, 1974.
7. University of Tennessee, Knoxville, Tennessee, February 9, 1974.
8. East Tennessee State University, Johnson City, Tennessee, February 16, 1974.
9. Austin Peay State University, Clarksville, Tennessee, February 23, 1974.
10. Columbia State Community College, Columbia, Tennessee, March 2, 1974.

Collection of Data

Two instruments were used to collect the data for this study. The first was a questionnaire designed to obtain demographic data and participant reaction to various facets of the workshop.

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The second instrument was an evaluation scale developed by Russell Kropp and Coolie Verner.[1] According to its authors, it appears to be a valid instrument for obtaining overall participant reaction to a short-term workshop. The scale consists of twenty items arranged in rank order of value, with item number one being the best thing that could be checked, item number two, the second best, and so on, with item number twenty, the least favorable response.

Statistical Technique

It was not the intent of the writers to make any generalizations to a broader population; therefore, no inferential statistics were used. Only arithmetical means and percentages were employed.

Hypotheses

In the absence of any attempt to generalize to a broader population and the deletion of any statistical technique designed to test significant differences between variables, no hypotheses were formulated.

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[1]Russell Kropp and Coolie Verner, "An Attitude Scale Technique for Evaluating Meetings," Adult Education, Volume III, No. 4. (Spring, 1957), pp. 212-215.

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CHAPTER II

PRESENTATION OF DATA

The purpose of this chapter is to present the results of the responses to the items in the questionnaire and to the Kropp-Verner Scale. It consists of the following sections:

1. Profile of participants.
2. Physical facilities.
3. Objectives.
4. Program.
5. Overall rating.
6. Strengths.
7. Weaknesses.

Profile of Participants

Relative to the profile of the participants attending the workshops, the following distributions were noted:

		East Per Cent	Middle Per Cent	West Per Cent	Total Per Cent
1. Sex					
Male		29.5	32.2	28.9	32.0
Female		70.5	68.8	71.1	68.0
	Total	100.0	100.0	100.0	100.0
2. Age					
Less than 35		37.5	31.2	33.6	34.0
35 and over		62.5	68.8	66.4	66.0
	Total	100.0	100.0	100.0	100.0
3. Race					
Black		18.5	28.6	56.2	32.2
White		81.5	70.4	43.8	67.4
Other		.0	1.0	.0	.4
	Total	100.0	100.0	100.0	100.0

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	East Per Cent	Middle Per Cent	West Per Cent	Total Per Cent
4. Education				
Less than Bachelor's	9.4	23.2	1.6	12.8
Bachelor's	59.5	49.0	60.2	55.5
Master's	26.1	25.8	35.1	28.3
Specialist	5.0	2.0	3.1	3.4
Total	100.0	100.0	100.0	100.0
5. ABE Teaching Experience				
Less than 1 academic year	28.4	19.3	21.1	23.0
1-4 academic years	40.9	36.0	40.6	38.9
5 or more academic years	27.3	38.6	36.7	34.1
Not applicable	3.4	6.1	1.6	4.0
Total	100.0	100.0	100.0	100.0
6. Experience in Public Schools Other than ABE				
Less than 2 years	26.3	7.2	11.9	15.1
2-10 years	30.4	38.9	37.3	35.5
More than 10 years	43.3	53.9	50.8	49.4
Total	100.0	100.0	100.0	100.0
7. Public School Experience In:				
Elementary Education	46.8	46.1	57.9	49.4
Secondary Education	40.5	48.2	32.6	41.4
Other	12.7	5.7	9.5	9.2
Total	100.0	100.0	100.0	100.0
8. Present ABE Employment				
Full-time	22.5	21.5	19.0	21.2
Part-time	77.5	78.5	81.0	78.8
Total	100.0	100.0	100.0	100.0
9. Place of Employment				
East Tennessee				25.2
Middle Tennessee				39.7
West Tennessee				35.1
			Total	100.0

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Physical Facilities

Relative to the physical facilities provided, the following ratings were obtained out of a maximum score of 5.0.[2]

	East	Middle	West	Total
1. Adequate space was provided for large group meetings.	4.1	4.5	4.4	4.3
2. Adequate space was provided for small group discussions.	4.0	4.4	4.3	4.2

Objectives

Relative to the objectives of the workshops, the following ratings were received out of a maximum potential score of 5.0.[3]

	East	Middle	West	Total
1. The objectives of the workshop were relevant to the needs of the participants.	4.0	4.2	4.2	4.1
2. The objectives of the workshop were clearly defined to the participants.	3.9	4.2	4.1	4.1
3. The participants had an opportunity to contribute to the development of the content of the workshop.	3.8	4.2	4.1	4.0
4. Adequate time was available for the objectives of the workshop to be realized.	3.4	4.0	3.7	3.7

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[2]These ratings were based on the following scale:

5 = Strongly agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly disagree

[3]Same scale as in Footnote 2.

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Program

Relative to the program conducted at the workshops, the following ratings were received out of a maximum potential positive score of 5.0.[4]

	East	Middle	West	Total
1. The content of the workshop was relevant to my needs.	4.0	4.1	3.8	4.0
2. The program of the workshop was in line with the stated objectives.	4.0	4.2	4.1	4.1
3. Adequate lines of communication were established between staff and participants at the workshop.	4.1	4.2	4.1	4.1
4. The content of the workshop was such that it answered questions that concerned me relative to my job.	3.9	4.1	3.8	3.9
5. As a result of the workshop, I feel that I will now be able to perform my job more satisfactorily.	3.9	4.0	3.8	3.9

Overall Rating

Two measures were taken in an attempt to measure the overall value ascribed to the ABE workshops. The first of these was the participants' reaction to the statement: My overall rating for the workshop is very high, medium, low, very low. Out of a maximum possible score of 5.0, the value ascribed to this item was 4.0 for East Tennessee participants, 4.3 for Middle Tennessee participants, and 3.9 for West Tennessee participants, with a combined total of 4.1.[5]

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[4]Same scale as in Footnote 2.

[5]These ratings were based on the following scale:

5 = Very high
4 = High
3 = Medium
2 = Low
1 = Very low

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The second measure taken was the participants' reaction to the workshops as measured by the Kropp-Verner Scale. The ratings of the participants were analyzed, and the obtained weighted mean, according to values on the Kropp-Verner Scale, was 3.6 for East Tennessee participants, 3.5 for Middle Tennessee Participants, and 4.0 for West Tennessee participants, with a total of 3.7. This placed the overall value of the workshops at approximately item five on the Kropp-Verner Scale, which means that there were fifteen less favorable items below the mean rating but only four more favorable ones above.

Strengths of Workshops

East Tennessee

The strengths of the workshops in East Tennessee, as listed by the participants, were as follows:

1. Organization.
2. Good leadership.
3. Sharing ideas.
4. Excellent instructors (two responses).
5. Relevant topics.
6. New ideas.
7. Choice of topics.
8. Organization and planning.
9. Group interaction.
10. Practicality.
11. GED information.
12. Future resource references.
13. Reading and English.
14. Reading sessions.

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15. Enthusiasm of consultants.

16. The variety of material and learning.

17. The greatest strength was in the English discussion where a definite program was given to us.

18. There were varied great strengths.

19. Knowledge of subject presented.

20. Explanation of materials.

21. It gives the ABE teacher a chance to compare notes and take a close look at himself.

22. The information that was given by the leaders.

23. Materials to "see" and "feel" and addresses to copy.

24. Group and individual participation.

25. Informal sessions.

26. Adequate space for great effectiveness.

Middle Tennessee

The strengths of the workshops in Middle Tennessee, as listed by the participants, were as follows:

1. Leaders were energetic and full of ideas and materials.

2. Each participant had an opportunity to discuss (five responses).

3. Availability of adult material.

4. Educating us to meet the needs of our adult students.

5. Outline of objectives.

6. Exchange of ideas (seven responses).

7. Helping ABE teachers become aware of available materials, and ways of determining where to begin with the student.

8. Inservice very well prepared (three responses).

9. Consultants were very interesting and informing.

10. Calling attention to special problems, and offering possible solutions on an individual basis.

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11. Relevancy to our needs.

12. Consultants informative (four responses).

13. Delivery good.

14. Previous preparation (two responses).

15. Consultants enjoyed their work.

16. The opportunity given the participants to contribute to the development of the content of the workshop.

17. Well organized.

18. Clearly defined ways to determine reading level.

19. Motivation for teachers.

20. Materials displayed.

21. Adequate time available.

22. Providing what participants requested.

23. Consumer education was instructive in an area in which most people are not very knowledgeable.

24. Materials and consumer education.

25. Enthusiasm (two responses).

26. Knowledgeable speakers.

27. Handouts that can be used (five responses).

28. Ideas were good.

29. Made you want to work harder.

30. Consumer education (eight responses).

31. Reading materials (two responses).

32. Instructors excellent (nine responses).

33. Good personnel.

34. How to classify students by test.

35. The sources presented to us.

36. Help to get proper work.

37. Information realistic and relevant.

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38. Meeting the objectives of each ABE participant in feeling that they are part of the program.

39. The selection of consultants who came across very strongly.

40. Relevance of topics.

41. Excellent audio-visual aids.

42. Program well organized.

43. The content of the workshop.

44. Meeting and talking with other ABE teachers.

45. Mr. Chick conducted his program excellently.

46. Mrs. Harm presented interesting, helpful material.

47. Thoroughly enjoyable and informative.

48. Good rapport.

49. Small group was very helpful.

50. Overall reaction was one of stimulation and encouragement.

51. The reading service with Dr. Breen (two responses).

52. Well planned, interesting speakers.

53. Some ways to help a beginner in reading as an adult student.

54. Specialist in areas of teacher needs.

55. Aided teachers in setting long-term and short goals for successful working.

56. Gave participants an excellent opportunity to seek help with specific problems.

57. Specific help in counseling ABE students.

58. It was great to have a workshop on the T.S.U. campus! This should be done more often.

59. Location of workshop.

West Tennessee

The strengths of the workshops held in West Tennessee, as listed by the participants, were as follows:

1. It did meet specific needs.

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2. Consultants' presentations.
3. Discussion ideas from other ABE teachers.
4. Guidance and Counseling (nine responses).
5. Involving the group in discussion.
6. The objectives were those that were of interest or benefit to majority of ABE teachers.
7. Sharing ideas.
8. Group was involved in each presentation.
9. Reading and materials (four responses).
10. Strength of individuals.
11. Sessions not too long and mostly meaty.
12. Stuck to program as outlined.
13. Comfortable surroundings.
14. Courteous interaction.
15. Attempts made to suggest possible solutions to problems.
16. Consultants and participants were aware of topics and responsibility to relate gained knowledge.
17. Participants stated their objectives and tried to involve the whole group in thought and discussion.
18. Worthwhile, useful information.
19. Materials.
20. Reading lectures.
21. To show how to retain students in the program.
22. Well organized (four responses).
23. Timely.
24. Helped to point out certain problems which might arise between teacher and student.
25. It's goal of enforcing retention in the classroom.
26. Practicality.
27. Interest level.

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28. Refreshments.

29. The personal relationship.

30. The pertinent problems.

31. The staff gave positive support.

32. It reflected good planning and execution.

33. Being able to retain students providing materials and selecting the right materials for those students who attend.

34. It did meet my needs.

35. The reading program which related to all other areas.

36. Group participation (three responses).

37. The session on guidance and the place where the workshop was held. The time element was very good.

38. We were given important and valuable information to aid in teaching.

39. Good or basic orientation for new teachers.

40. Consumer education (three responses).

41. It was all good.

42. Trying to show teachers how to keep students in classes.

43. Provided for individual participation.

44. Participants could share ideas.

45. Group interaction.

46. Presentation of new materials, ideas of new approaches, topic was adequately covered.

47. Made you think.

48. Raised important questions.

49. Opportunity to have a state department representative here to "see" and "hear" our good points and our needs.

50. Reports from the various workshops.

51. Guidance and counseling gave, I thought, tremendous insight to some of the problems encountered in ABE.

52. Got us all together.

53. Contacted other teachers who have similar problems and who have some suggestions.

54. Useful.

55. Program participants were knowledgeable and skillful in their presentations.

56. Well planned.

57. Relevant.

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58. The group sessions were well planned.

59. Changing ideas and attitudes.

60. Teachers who are in the teaching program itself, who know and understand the problems of teachers.

61. Bringing out situations pertaining to my school.

62. Punctuality.

63. Brought out problems that might be related to student drop-outs.

64. Workshop committee received input from classroom teachers.

65. Teachers' involvement.

66. It dealt with reading which was one of my main concerns.

67. Sharing problems and ways to solve them.

68. The consultants were alive--group participation.

Weaknesses of Workshops

East Tennessee

The weaknesses of the workshops held in East Tennessee, as listed by the participants, were as follows:

1. The topics of discussion were not relevant to my job.
2. Need smaller groups.
3. Weather.
4. Repetition of previous workshops (two responses).
5. Not enough time for each subject (three responses).

6. A short time limit for some areas.
7. Too long.
8. The rooms were too far apart.
9. Guidance and counseling (four responses).
10. Time needed to be shorter.
11. Moving long distances from General Assembly to small groups.
12. Not able to decide my own schedule.
13. Anyone who has taught school for any length of time has prior knowledge of today's topics.
14. Too many rose bushes.
15. Lack of communication between staff and participants.
16. Food service (three responses).
17. Lack of time (four responses).
18. Could not attend all sessions (two responses).

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Middle Tennessee

1. Smoking was allowed.
2. I saw none.
3. Failure to give the participants time to express problems concerning their local ABE programs.
4. Too long a session without a break (three responses).
5. Time limit for each session (four responses).
6. Availability of space.
7. Could we have questionnaire before meeting to fill out?
8. Sessions too long--unable to attend all three categories (four responses).
9. Not enough time to cover the topics.
10. Low attendance--groups were so small that speakers may have felt disappointed.
11. Possibly a need for more systems to participate in this area--more interaction with other teachers needed.

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12. Early beginning.
13. Information sometimes too general.
14. Participants should have been more evenly divided into groups.
15. The books that were displayed were the same that we had already used.
16. Consumer education and materials overlapped somewhat.
17. Not enough time to look through book in material.
18. Need short break.
19. No great weakness; all materials were well represented.
20. Organization.
21. This was better than any workshop session that I have attended.
22. Not enough participants.
23. In my opinion there were no weaknesses.
24. Other topics should be included.
25. Only one thing--no where to eat, too long before eating time.
26. Dinner is too late.
27. Probably not enough time for the various groups to come together, and discuss.
28. Not enough experience.
29. Not qualified to judge.
30. Wasting time from 8:00 until 9:00 and breaking too much.
31. The workshop could have been given in three-fourths of a day instead of all day.
32. Held too late in the year--how about the fall?
33. The GED preparation, the materials on reading and consumer education were not that helpful.
34. More experienced and qualified consultants.
35. Coffee cold.
36. Teachers with experience received the same as new teachers.
37. Inside temperature could have been adjusted to weather conditions outside.

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38. Not long enough for small group discussions.

39. Not enough stress on the improvising needed in ABE situations (physical).

40. Would have liked more suggestions and methods in teaching reading.

41. Early break should have been after first discussion group.

42. Tennessean comments too long--hand-out would do.

43. Reading consultant has not taught adults apparently. His technique for working with all levels of adults was not clear.

44. So early!

45. No real weakness--but have break spaced between one and one-half hour sessions.

46. Tiring to sit for so long.

47. Needed more time for teachers to express their ideas and problems with each other during the counseling program.

48. Break at wrong time.

49. Too much time before main sections of the program began.

50. Leaders not fully aware of problems.

51. Not enough feed-back.

52. Timing.

53. Want a professional in own specific area.

54. Materials and sources of material for future ordering--sample scheduling of a session's activities.

55. Class too [illegible].

56. There were no weaknesses in my way of thinking.

57. Not sufficient interaction among participants.

West Tennessee

1. Reading.

2. One of the consumer education consultants (two responses).

3. Parking area was not good and feel that we should be notified of date of meeting in plenty of time to plan to attend.

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4. Would appreciate knowing the date of the workshop approximately two weeks before date of meeting.

5. Too little time to really explore each topic.

6. Couple of inadequate speakers, who spoke irrelevantly and, in part, unrealistically.

7. None.

8. Too little time for each topic.

9. Did not have enough time on consumer education and reading.

10. Consumer education.

11. It did not show specifically how to hold students in the school.

12. Saturday morning (three responses).

13. Each section did not break up into individual groups to really compare and discuss basic methods which could be integrated in the classroom.

14. Limited time for questions.

15. Time element (ten responses).

16. Speakers seem pushed by the clock.

17. Did not answer my individual needs.

18. "Materials" and some "counseling."

19. Two poor consultants who offered me nothing.

20. Held 8:30 in the morning.

21. None. (five responses).

22. Not enough material available.

23. Lecturing in some sessions.

24. I wanted to know about the availability of filmstrips and other audio-visual materials that could be checked out from the board for night school use.

25. Too much rehashing of common sense factors that should be tremendously obvious to anyone hired for the job.

26. Teachers want practical and creative ideas, less theory.

27. Reading.

28. Time was too short for some topics that were discussed.

29. Topics too broad and too general, need specific information on better dealing with problems, i.e., reading and attendance. Too much emphasis on what has been learned in workshops, not enough on learning from experience.

30. My problem is recruitment, then retention.

31. Individuals need to contribute more to discussion.

32. Too much "overview" of the institute's program.

33. More time for individual problems.

34. Time element for each consultant.

35. Presentations were too short in length.

36. Rushed.

37. Materials.

38. Teachers were weak--gave insufficient answers to problems.

39. Not enough time for programs. Not enough concrete information or solutions or suggestions.

40. The objectives were not clearly stated. Small groups of teachers with similar problems would have been helpful.

41. I was not told anything I did not already know and have been told in workshops before.

42. Some experts could not get their points over.

43. Monopolized by just a few consultants, supervisors and leaders smoked and filled the room and did not consider those allergic to smoke.

44. Too little time in each area, just get started and have to move.

45. Limited time.

46. Not enough time alloted for some areas.

47. Not enough factual information.

48. Not enough time spent on subject area of interest.

49. Repetitious materials covered in reading--counseling, and retention.

50. Not enough time alloted.

51. There was not quite enough time for question-answer session.

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52. No specific weakness--perhaps fewer presentations and more discussions.

53. Not enough time for questions in one session (two responses).

54. Show differences in the type (background) of students attending class in ABE.

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CHAPTER III

SUMMARY

Based on the data presented in Chapter Two, the ten ABE workshops would have to be considered a success. To be sure, there were problems, but the overwhelming success of the learning experiences that were provided makes the problems appear minor. Most of the dissatisfactions were based on such things as scheduling, weather, or dissatisfaction with a particular consultant. There appeared to be little disagreement with the overall objectives of the workshops.

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APPENDIX

TENNESSEE ABE WORKSHOPS, 1973-74

PERSONAL DATA

1. SEX

_____Male

_____Female

2. AGE

_____Less than 35

_____35 and over

3. RACE

_____Black

_____White

_____Other

4. DEGREE PRESENTLY HELD

_____Less than Bachelor's

_____Bachelor's

_____Master's

_____Specialist

5. ACTUAL TEACHING EXPERIENCE IN ABE

_____Less than 1 academic year

_____1-4 academic years

_____5 or more academic years

_____Not applicable

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6. NUMBER OF YEARS EXPERIENCE IN PUBLIC SCHOOLS OTHER THAN ABE

_____Less than 2 years

_____2-10 years

_____More than 10 years

7. HAS YOUR EXPERIENCE, AS LISTED IN ITEM 6, BEEN PRIMARILY IN

_____Elementary education

_____Secondary education

_____Other (Specify) _____

8. PRESENT ABE EMPLOYMENT

_____Full-time

_____Part-time

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9. PLACE OF EMPLOYMENT

_____West Tennessee

_____Middle Tennessee

_____East Tennessee

****

Following are some statements with which you may agree or disagree. There are no correct or incorrect answers so feel free to express your feelings. Please give us your own opinion about these items by circling the answer that best describes how you feel. Also, a blank is provided after each statement for any written comments that you may care to make.

_____

_____

PHYSICAL FACILITIES

10. ADEQUATE SPACE WAS PROVIDED FOR LARGE GROUP MEETINGS.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments: _____

_____

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11. ADEQUATE SPACE WAS PROVIDED FOR SMALL GROUP DISCUSSIONS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

OBJECTIVES

12. THE OBJECTIVES OF THE WORKSHOP WERE RELEVANT TO THE NEEDS OF THE PARTICIPANTS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

13. THE OBJECTIVES OF THE WORKSHOP WERE CLEARLY DEFINED TO THE PARTICIPANTS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

14. THE PARTICIPANTS HAD AN OPPORTUNITY TO CONTRIBUTE TO THE DEVELOPMENT OF THE CONTENT OF THE WORKSHOP.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

15. ADEQUATE TIME WAS AVAILABLE FOR THE OBJECTIVES OF THE WORKSHOP TO BE REALIZED.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

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PROGRAM

16. THE CONTENT OF THE WORKSHOP WAS RELEVANT TO MY NEEDS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

17. THE PROGRAM OF THE WORKSHOP WAS IN LINE WITH THE STATED OBJECTIVES.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

18. ADEQUATE LINES OF COMMUNICATION WERE ESTABLISHED BETWEEN STAFF AND PARTICIPANTS AT THE WORKSHOP.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

19. THE CONTENT OF THE WORKSHOP WAS SUCH THAT IT ANSWERED QUESTIONS THAT CONCERNED ME RELATIVE TO MY JOB.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

20. AS A RESULT OF THE WORKSHOP, I FEEL THAT I WILL NOW BE ABLE TO PERFORM MY JOB MORE SATISFACTORILY.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

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21. MY OVERALL RATING FOR THE WORKSHOP IS:

Very High — High — Medium — Low — Very Low

Comments: _____

_____

****

Please complete the following items:

22. Identify the greatest overall strengths of the workshop.

_____

_____

_____

_____

23. Identify the greatest overall weaknesses of the workshop.

_____

_____

_____

_____

24. Do you favor additional workshops of this type?

_____ Yes

_____ No

25. If you answered Item 24 yes, please indicate some of the topics that you feel would need to be covered.

_____

_____

_____

_____

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26. For the past three years, Summer Institutes have been conducted at Memphis State (ABE Materials), Tennessee State (Guidance and Counseling in ABE), and the University of Tennessee (Teaching Reading in ABE). These have been for two weeks duration and have carried both graduate and undergraduate credit. Do you feel that this type of activity should be continued?

_____Yes

_____No

27. If you answered Item 26 yes, please indicate some of the topics that you feel need to be covered if you are selected to attend such an Institute in the Summer of 1974. Some possible topics include Materials, Guidance and Counseling, Reading, Math, Social Studies, Science, Consumer Education, etc. You may think of others.

28. For the broad topics that you listed in Item 27, please indicate specific parts of the broad area that you would like to see covered.

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KROPP-VERNER EVALUATION SCALE*

Please follow directions carefully: Read all twenty of the following statements. Check as many statements as necessary to describe your reaction to the Institute.

1. _____ It was one of the most rewarding experiences I have ever had.
2. _____ Exactly what I wanted.
3. _____ I hope we can have another one in the near future.
4. _____ It provided the kind of experience that I can apply to my own situation.
5. _____ It helped me personally.
6. _____ It solved some problems for me.
7. _____ I think it served its purpose.
8. _____ It had some merits.
9. _____ It was fair.
10. _____ It was neither very good nor very poor.
11. _____ I was mildly disappointed.
12. _____ It was not exactly what I needed.
13. _____ It was too general.
14. _____ I am not taking any new ideas away.
15. _____ It didn't hold my interest.
16. _____ It was much too superficial.
17. _____ I leave dissatisfied.
18. _____ It was very poorly planned.
19. _____ I didn't learn a thing.
20. _____ It was a complete waste of time.

*Russell Kropp and Coolie Verner.

(If you wish, add any comments on reverse side of this page.)